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ABSTRACT

This booklet is one of a series of publications designed to present a complete system for planning, organizing, and directing the development and operation of individual volunteer programs, as well as the management of a comprehensive volunteer system consisting of many individual programs. This particular booklet explains the overall system and discusses its major components. Chapter 1 presents a brief overview of a Volunteer Services System (VSS); chapter 2 discusses the information needs of a VSS; chapter 3 examines the three major subsystems of a VSS; and chapter " offers recommendations for managing a VSS. A bibliography of relevant publications is also included. (JG)

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Volunteer Services System

I GUIDEBOOK TO A VOLUNTEER SERVICES SYSTEM

EA 007 765

2

Volunteer Services Management System
E.S.E.A. Title III
Columbus, Ohio City School District

COLUMBUS PUBLIC SCHOOLS

Volunteer Management System

3

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FOREWORD

The purpose of this Guidebook and the supplementary Volunteer Services System materials is to present a clear, complete, and useful system for the planning, organizing, directing and controlling of:

- the development and operation of individual volunteer programs.
- the management of a total volunteer operation including many volunteer programs, a volunteer personnel operations, and decentralized or school volunteer operations.

The Volunteer Services System as presented in these materials is applicable to all types and sizes of volunteer operations: for volunteer activities in an individual school building or for a large volunteer program administered centrally, or, oftentimes, the combination of the two.

The need for a complete and usable system for managing volunteer operations is practically universal. The varieties and sizes of existing school volunteer operations have posed a constraint upon the development of a model system. For this reason, the following methods, procedures and materials have been tested for their adaptability and/or adoptability for all types of volunteer programs at all levels in all areas.

CHAPTER I THE VOLUNTEER SERVICES SYSTEM

INTRODUCTION

Over the years a theme common to many school volunteer programs has been the rapid growth in numbers of volunteers and in numbers of requests for volunteers. The job of coordinating volunteers and managing the whole volunteer operation by a single individual became impossible. More staff -- both volunteer and paid -- to handle the various activities became necessary. Although this reduced the problems momentarily, something else besides more labor became imperative.

This "something else" is systematic and usable methods and procedures for handling volunteer operations. Throughout these materials the phrase "Volunteer Systems System" will denote a volunteer operation that employs a systematic approach to managing volunteers, volunteer programs, and the volunteer organization.

This Guidebook explains the system itself (WHAT) and its areas of operation: centrally developed volunteer programs, volunteer personnel, and school-level. The accompanying handbooks explain the methods and procedures (HOW, WHO, WHEN, WHERE), with appropriate sample forms and examples.

The "WHY" for a Volunteer Services System is based on the needs of the individual reader and the level of expectation and sophistication of his/her present volunteer operation.

The Volunteer Services System set forth in these materials is neither

unique nor difficult. It is based upon sound and proven managerial practices and upon numerous examples of well-run volunteer programs. It has been tested in many ways in existing volunteer operations both within and outside a school system. Therefore, the system examined throughout these materials has been found to be complete, generalizable, and useful for all types of volunteer activities and volunteer operations.

WHAT IS A VOLUNTEER SERVICES SYSTEM?

A Volunteer Services System is many things:

- It's a way of thinking.
- It's levels of decision-making.
- It's an organization.
- It's many activities, many people, many skills.
- It's a two-way flow of information.
- It's a way of knowing why something is being done.

V.S.S. - A WAY OF THINKING

In order to develop a volunteer program, a volunteer training program, a recognition banquet, a volunteer program manual--whatever, the developer(s) should start at the beginning. Sometimes identifying what is the beginning can be fairly difficult.

A Volunteer Services System calls for four phases in the developmental process of anything: planning, preparation, implementation, review and renew.

Planning

- Identify Needs
- Assess Climate

- Identify Programs to be developed
- Establish Program Descriptions and Goals
- Design Developmental Plan

Preparation
- Orient Users to the Developmental Plan
- Establish Program Processes and Procedures
- Develop the Program

Implementation
- Recruit Volunteers
- Interview, Screen and Place Volunteers
- Implement Volunteer Program (Orient, Train, Monitor, Recognize)

Review and Renew
- Compare the Plan to the Actual
- Identify Deviations from Plan as well as Program Deficiencies
- Revise Program, Goals, Processes, Materials, if necessary

V.S.S. - LEVELS OF DECISION-MAKING

Despite the size of the Volunteer Services System or the number of person involved, three levels of decision-making take place. Within any Volunteer Services System, there is a hierarchy of responsibility and, therefore, and, therefore, a hierarchy of decision-making.

Administrative Decisions are made for the entire Volunteer Services System within the administrative guidelines for the school system and are based on sound informational feedback. This level of decision-making requires compiled and analyzed data from all operational areas (input) and, in turn

written assignments and directions (output) back to the operational areas.

Managerial Decisions are made for the three areas of operation (volunteer programs, volunteer personnel, and school volunteers) based upon decisions made at the administrative level and subsequent assignments. In turn, each area of operation carries out its activities based upon these written directions and upon the goals and policies of the entire Volunteer Services System.

Operational Decisions are made for the specific needs or problems that arise on a daily basis. These decisions are made by the appointed persons as designated within the Volunteer Services System.

Ideally, if decisions are made at the appropriate level and at the appropriate time, the system will run smoothly.

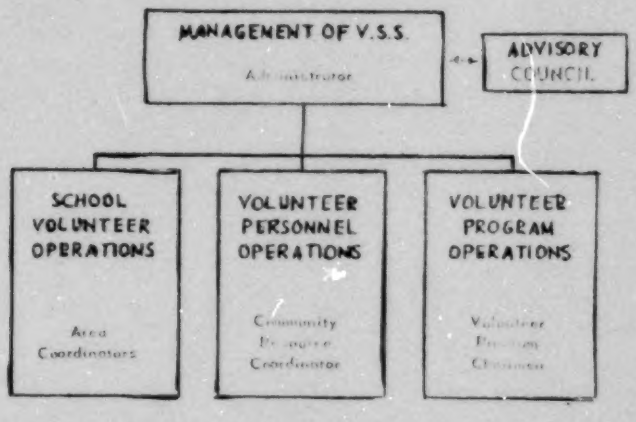
These levels of decision-making do not mandate that there is one individual for each slot. A single individual may be responsible for more than one area or role and will, therefore, be making different types of decisions. However, if the system is large enough, responsibilities increase as do the number and weight of decisions. The other factors, of course, is that the more people making decisions, the more involvement and commitment.

V.S.S. - AN ORGANIZATION

A Volunteer Services System is actually an organization within an organization--the school system. The Volunteer Services System organization has five main areas that are inter-related.

- The Administrator, V.S.S.
- The Volunteer Programs Operation
- The Volunteer Personnel Operations
- The School Level Operations
- The Advisory Council

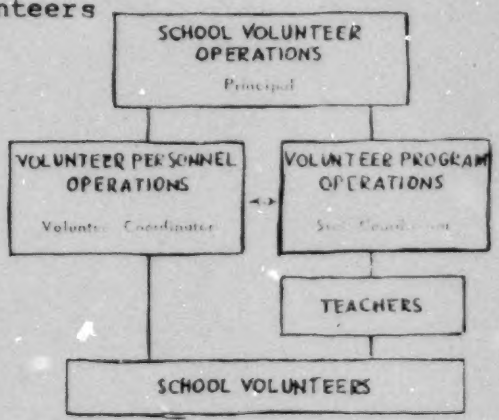
These areas of the Volunteer Services System are depicted below:



As in any organization, the policies and procedures, the long-term goals, the yearly measurable objectives, the scope of services, the lines of authority and communication must be determined for the total Volunteer Services System as well as for each area of operation. Job descriptions for each individual--paid or volunteer--within each area of operation must be written. Again, the size of the organization determines how many people are filling each role or if one person is assuming more than one responsibility.

Just as there is an organizational structure for the Volunteer Services System, there must also be organization within the individual schools and which includes:

- The Administrator (Principal)
- The Volunteer Programs Operation (Staff Coordinator)
- The Volunteer Personnel Operation (Volunteer Building Coordinator)
- Volunteer Services System Consultant (School Volunteer Operations Representative)
- Teachers
- Volunteers



The connection, obviously, between the Volunteer Services System and the individual school building is the School Volunteer Operations Representative of the Volunteer Services System. This connection provides a two-way information flow between individual schools and the Volunteer Services System and also among all schools.

V.S.S. - MANY ACTIVITIES, MANY PEOPLE, MANY SKILLS

So, now there is an organization with various levels of decision-making and people filling needed roles and performing their tasks in a uniform way. Imagine all the activities

going on, all the people involved, all the many and unique personalities. The thought is awesome.

Every area of operation specifies different needs for people with varying abilities, resources and interests. Tabulating the numbers of volunteers is only part of the picture. Each school staff member who makes a decision or works with a volunteer or with a volunteer program is part of the Volunteer Services System. The Volunteer Services System could conceivably touch every school and department of the school system so that the concerns of the school system and the Volunteer Services System are basically one and the same. This concept is especially intriguing if one visualizes the community also as part of the Volunteer Services System. The Volunteer Services System in its largest sense could, therefore, be visualized as the link between the school and the community.

V.S.S. - INFORMATION SYSTEM

A school volunteer program can be well organized and have many volunteers in the schools but may still not be considered a system because one element is lacking -- two-way communication between and among all areas of operation.

Developing a volunteer services information system starts with determining the informational needs: Who needs what kind of information in order to make a decision, make changes, or carry out as assignment? Each person involved in a Volunteer Services System needs some form of information

in order to function properly in his/her role. Planning an information system also involves how the information will be relayed: from whom, to whom; written or oral; mass communication, meetings, personally.

Once the major plans have been established for the entire Volunteer Services System, additional preparation is necessary. Clearly written job or role descriptions are necessary for each area of the Volunteer Services System and for each person. These descriptions state not only who reports to whom but also what is to be reported and by when.

Information systems should allow for both vertical and horizontal information flow. Examples of a two-way vertical flow of information are the Teacher asking a question of the Staff Coordinator and receiving an answer, a Volunteer Building Coordinator sending in his/her monthly attendance records to the Volunteer Services System and receiving back a report of the compiled records from all schools indicating how his/her school is measuring up, or an exciting new volunteer program in an individual school is pointed out to the School Volunteer Operations Representative and appears as a main story in the monthly newsletter of the Volunteer Services System that is received by all volunteers and staff connected with volunteer activities.

Examples of horizontal information are a meeting of the volunteers in

a school building, information relayed between the Volunteer Program and the Volunteer Personnel Operations, or a meeting of the Advisory Council Committee Chairmen.

Obviously both types of information flow many times occur simultaneously. Whether communication is written or verbal depends upon the originally determined information needs of the persons in the system.

The most apparent need, however, is for the Volunteer Services System Administrator to know what is going on out in the schools with the volunteers. This information can be received in numerous ways through many channels. This is not just an end-of-the-year activity but rather a continuous flow of attendance records, documented comments and perceptions based on standards of performance, occasional on-site visits, and possibly even an assessment of the climate in the schools toward the volunteers.

If a problem is identified at any level, alternate solutions must be weighed, a decision made and communicated back to those who are involved. This circular flow of information is most necessary for an effective and efficient Volunteer Services System. Problem-solving should occur throughout the entire Volunteer Services System.

V.S.S. - THE KNOWLEDGE OF WHY SOMETING IS BEING DONE

An activity or work effort without a purpose is fruitless and frustrating. Each meeting, each volunteer assignment, each report, each training session--everything--should have a reason for occurring or existing. Each activity should also be part of a larger plan and the various plans should all be designed to meet specific measurable objectives that were formulated before any plans or activities occurred.

The Board of Education determines policy for the entire school system. The Volunteer Services System determines its goals, policies, and yearly objectives in accordance with those of the Board. In turn, each area of operation establishes its plans and activities to compliment those of the Volunteer Services System and so forth. In this way, the larger scheme filters down to the smallest area of activity.

V.S.S. - REVIEW

The Volunteer Services System is an organization whose environment and expectations are determined by its past experiences as well as by its organizational goals and objectives. The goals and objectives, in turn, reflect the style, abilities, and expectations of the present Volunteer Services System administration and management.

Over a period of time, the style, the expectations, and the accomplishments of the Volunteer Services System organization set a tone or image. In this process, the organization adopts a system of values

that reflect its past and the people who have played vital roles in its formation and growth.

Members of the organization -- paid and volunteer - soon become conscious of the value system and guide their actions accordingly. These values or expectations are most often expressed in forms of policies and operating procedures but are also implicitly expressed in unwritten customs developed over time.

The Volunteer Services System organization is not just structure, goals and objectives, policies and procedures, and job descriptions. It is people--their modes of behavior, their style, their expectations.

EVALUATION

INTRODUCTION

Everyone is dependent upon many kinds of information every day. Such information guides thinking, affects behavior, serves as the basis for most decision-making. Whether the thinking is rational, the behavior suitable, or the decisions astute, depends greatly on the accuracy of the information received and upon the system employed to provide the information.

As one sifts through the informational input, one eventually makes choices, opting for one alternative or another and one makes a decision--hopefully, the right one. It is this type of information processing and decision-making which has become part of the accepted definition of educational evaluation. This concept shall be used as a framework for discussing the information needs of a Volunteer Services System.

DEFINITION

More precisely stated, evaluation is the process of collecting, providing, and utilizing. Thus, one needs to:

1. Collect information, e.g., test scores, opinion surveys;
2. Provide information, e.g., reporting summarized data, interpreting results; and
3. Utilize information in making decisions, e.g., deciding to terminate a program, writing a grant proposal, revising program methods.

This evaluation process is not limited to formal organizations--one undertakes this procedure many times

each day. Practically everyone begins his day by looking into a mirror--a rather accurate instrument for evaluative purposes! By observing his reflection, one collects and provides information about his appearance to himself. He then utilizes the information by deciding to shave, comb his hair, go back to sleep--whatever.

FUNCTIONS OF EVALUATION

While one cannot use a mirror to evaluate or to process information in a Volunteer Services System, there are other devices to serve the same function as a mirror does. Decision-makers need instruments which can reflect reliable, useful information back to them. Always, they want to know answers to the questions:

1. What should we do?
2. How should we proceed?
3. How are we doing?
4. How did we do?

The first question relates to identification of student needs; the second to the selection of specific solutions; the third to the on-going processes of the program; the fourth to a final appraisal of the program to justify its continuation, modification or termination.

PHASES OF EVALUATION

In relation to a Volunteer Services System, or any dynamic educational organization, four distinct phases of evaluation activity can be identified. These are commonly referred to as:

1. context evaluation
2. input evaluation

3. process evaluation
4. product evaluation

These four phases of evaluation correspond to the four phases of the developmental process model:

1. planning
2. preparation
3. implementation
4. review and renew

CONTEXT EVALUATION/ PLANNING

This phase of evaluation is most crucial, yet too often is given scant attention. It is at this point in program development that the environment to be served is carefully examined. Whether in the context of a single school or throughout the entire school system, information must be processed which can identify population factors, institutional climate, resources available, institutional constraints, and, of course, student needs.

The information gathered at this time provides the basis not only for immediate decision-making, but also for future comparisons between final results of any new programs and initial data. During context evaluation one seeks to know, for example:

- What current volunteer programs exist locally?
- What needs do students have which may be satisfied by volunteer services?
- Can an adequate supply of volunteers be recruited in a particular school neighborhood?
- Would the school staff welcome the services of volunteers?
- How many students receive one-to-one tutoring?

The information gathered at this stage frequently assumes the format of a NEEDS ASSESSMENT which involves the identification and ranking of needs as well as a review of system goals and objectives.

INPUT EVALUATION/ PREPARATION

Having identified areas of need and defined the environment or setting for new programs, decision-makers must now select from among numerous program possibilities. It would be unwise to develop innovative educational programs without seeking advice from experts in the field, or without knowing what programs are already available elsewhere. Often, such programs can be adopted or adapted locally. On the other hand, a program may have already been tested elsewhere and found to be ineffective.

There are many possible resources from which to choose. One must select the most appropriate. Among the more useful sources of information during this stage is a comprehensive RESOURCE INFORMATION FILE. Such a file might be housed in a local Volunteer Action Center, or a professional school library. Preferably, however, this resource information file should become an integral part of the Volunteer Services System where new literature and materials on volunteer activities can be added and reviewed continually.

The range of subjects covered by a volunteer resource library must serve such decision questions as:

- How have other schools recruited their volunteers?

- What types of training did tutors receive in other school systems?
- What have been the results of utilizing students as volunteers?
- Can some of these volunteer programs be implemented in our local school system?
- What barriers or facilitators exist in volunteer program development?

A resource file can be thought of as part of a cycle which begins with the gathering of literature from outside sources and ends with dissemination from your own system. This exchange of information is absolutely vital not only to the development of new programs within a specific Volunteer Services System but also to the improvement of volunteer services everywhere.

Upon a review of the literature, program developers can focus upon the preparation of new volunteer programs, their description objectives, processes, and materials. Only after all new programs are clearly defined and described, and their objectives full delineated, are developers ready to enter the "doing" or implementation phase.

PROCESS EVALUATION/ IMPLEMENTATION: MONITORING

This is often the most frustrating of all the phases of evaluation. Having selected the new volunteer programs, it is now necessary to monitor their progress to note weaknesses, the need for revisions, additions, deletions. It is at this time, that a mirror, a real mirror,

would be most welcome. Unfortunately, one must rely upon another tool to reflect the desired information.

The essential instrument of the monitoring process is accurate record keeping. Records may be written and formal, such as attendance forms, volunteer request sheets, interview questionnaires; or they may be oral and informal, such as unobtrusive observations, casual comments and suggestions, "rap" sessions. Whatever the format, the function of process evaluation is to improve the program. The assumption is made here that the best time to improve any program is immediately! Why wait until the mistakes grow larger, volunteers flee, and teachers and students are thorough discouraged? By continually comparing program processes with program objectives immediate corrective action can be taken and disasters avoided.

A continuous feedback mechanism might seem to be so logical a procedure--why then the frustration alluded to earlier? It is because the information required is so crucial, yet the techniques for obtaining that information are rather imprecise. Decision-makers rely heavily on perception, keen observation, and impression. The possibility for faulty decision-making is ever-present; but the need for accurate decision-making is perhaps most critical during this implementation phase.

PRODUCT EVALUATION/ REVIEW AND RENEW

It would be irresponsible to allow volunteer activities to terminate without the benefit of a comprehensive appraisal. Constructive hind-sight provides powerful data for improving volunteer programs. Hence, a thorough, final appraisal should occur.

After some pre-specified length of time, all aspect of program implementation must be reviewed. Program intent (i.e., goals and objectives) should be compared with actual program outcome as a measure of program success. When many changes have occurred during the course of program development, these deviations from original plans should be noted and evaluated in an effort to determine impact on final outcomes.

The real worth of product evaluation is that it not only provides information for answering, "How did they do?", but it also becomes in a sense, <u>context</u> evaluation information as a new cycle of program renewal begins.

A final appraisal, then, serves a dual function--that of final evaluation, and in essense, as a needs assessment. In both cases, decision-makers want to compare original goals with what actually exists. The degree of discrepancy allows judgments to be made about the value of the program and also guides decision-making concerning new program directions.

CONDUCTING AN EVALUATION

For all evaluations a certain sequence of activities is suggested which can be thought of as an evaluation design. The steps involved include:

1. Delineating the goals and measurable objectives which a program hopes to achieve.
2. Describing the program including all materials, procedures, personnel, and resources to be used in an effort to achieve the pre-stated goals.
3. Determining success criteria or standards by which achievement of program goals can be assessed.
4. Selecting or preparing measurement instruments or techniques to determine if the success criteria have been attained.
5. Administering the instruments which includes:
   - defining a population or sample of respondent or source of information,
   - preparing a schedule for administering the instruments,
   - delineating staff responsibilities for administering the instruments.
6. Collecting the instruments.
7. Organizing the information obtained into categories according to a logical classification scheme which will permit proper analysis of the data.
8. Analyzing the information using statistical, categorical, or content analysis procedures.
9. Interpreting the results as to significance for decision-making regarding the program.
10. Reporting the findings and interpretations to appropriate decision-makers along with decision alternatives.

11. Implementing the results of the evaluation with, hopefully, sound decisions.
12. Disseminating findings to interested external parties.

Most evaluations are expensive in terms of cost, time and effort. All too often, there is the temptation to simplify the process in the hope of reducing that expense. This is unfortunate. Careful documentation and scrutiny is not only a valuable and positive factor in the development of a given program, but provides much needed information to developers of other programs as well. Thus, the efforts undertaken in a single, perhaps remote, section of the educational picture is often of ultimate benefit to those hoping for improved education everywhere.

SUMMARY

The need for an information system within a Volunteer Services System has been linked with the necessity of conducting proper evaluation activities throughout program development.

Evaluation was defined as the process of collecting, providing, and utilizing useful information in order to make sound decisions. These decisions require knowledge concerning "How we are doing", as well as "How we did".

Four evaluative phases were identified which correspond to the four phases of volunteer progress development:

1. CONTENT EVALUATION (PLANNING PHASE)
2. INPUT EVALUATION (PREPARATION PHASE)
3. PROCESS EVALUATION (IMPLEMENTATION PHASE)
4. PRODUCT EVALUATION (REVIEW AND RENEW PHASE)

Content evaluation for program planning frequently assumes the format of a needs assessment identifying the environment variables in which the program will operate.

Input evaluation for program preparation has as its objective the selecti of specific programs to satisfy identified needs and relies greatly on a comprehensive resource file.

Process evaluation during program implementation is a monitoring procedure, the essential tool of which is accurate record keeping.

Product evaluation was described as a final appraisal serving the dual function of <u>reviewing</u> as well as offering needs assessment data in <u>renewing</u> or recycling a program as another year begins.

In conducting any evaluation, twelve steps were outlined which, though costly in several respects, are viewed as essential to the development of all volunteer programs.

INTRODUCTION

The organization of a Volunteer Services System calls for three distinct areas of operation. The activities of these separate operations or subsystems when combined are the sum total of the work of a Volunteer Services System.

Each subsystem has its own area of emphasis, procedures, methods and materials. Each has unique territories of operation and thus responsibilities. Although there is, by necessity, much horizontal communication between the areas of operation, each subsystem reports to the Administrator of the Volunteer Services System and each works within the policies and procedures as established by and for the Volunteer Services System.

The three subsystems are:
- Volunteer Program Operations
- Volunteer Personnel Operations
- School Volunteer Operations

As previously indicated, one person may be responsible for more than one area of operation. This, of course, is dependent upon the size of the total volunteer program, the abilities of personnel, the time and financial resources available.

VOLUNTEER PROGRAM OPERATIONS

Volunteer programs must continually be developed and/or revised to address new and changing needs of students throughout the school system as identified by school-system personnel. Once the decision-makers of the Volunteer Services System have determined priority needs of

students throughout the school system based upon the analyzed needs assessment information, this area of operation or subsystem is activated.

The developmental process is identical for volunteer programs meeting system-wide student needs or addressing needs identified by school personnel in a single school building and found to be isolated yet necessary. The proces of developing new volunteer programs or revising existing ones is the same. The difference is in scope.

Volunteer Program Operations develops programs to address global and priorit student needs. The four phases in volunteer program development are:

- Planning
- Preparation
- Implementation
- Review and Renew

The Volunteer Program Operations actively participates throughout the Planning and Preparation Phases, helping to develop the new or revised volunteer programs within the policies and procedures of the Volunteer Services System. These developers take the identified, priority needs and transform them into tangible volunteer program goals, program description, objectives, materials and volunteer training programs.

This is an ideal spot for administrative volunteers knowledgeable in the methods and procedures of volunteer program development, able to work in problem-solving groups, and interested in exciting challenges and creative work.

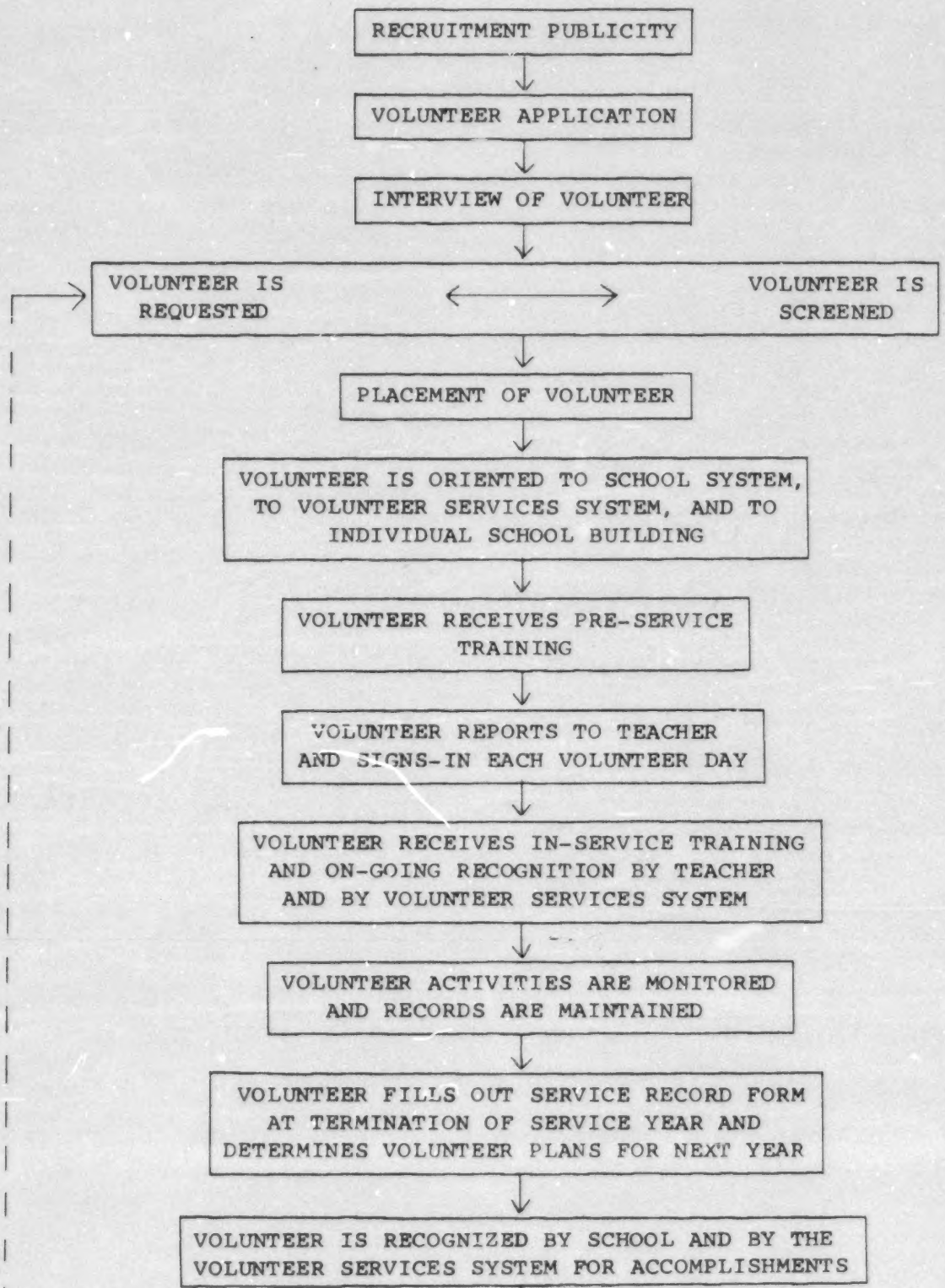
VOLUNTEER
PERSONNEL
OPERATIONS

The subsystem called Volunteer Personnel Operations deals with the volunteers themselves and their path throughout a service year. The schedule or timelines for this area of operation is dependent upon the needs for volunteers in existing and developing volunteer programs and upon the requests for volunteers by the school personnel.

This area of operation is responsible for recruitment, placement, orienting, record keeping or monitoring, volunteer recognition and retention. The pervading and overriding responsibility that makes all these steps possible is communication: mass publicity, newsletters, record-keeping forms, applications, recruitment flyers and brochures, Volunteer Services System handbooks, invitations, thank you notes, etc.

This subsystem is portrayed below:

FOLLOWING THE PATH OF THE
VOLUNTEER THROUGHOUT A SERVICE YEAR


RECRUITMENT PUBLICITY
VOLUNTEER APPLICATION
INTERVIEW OF VOLUNTEER
VOLUNTEER IS REQUESTED
VOLUNTEER IS SCREENED
PLACEMENT OF VOLUNTEER
VOLUNTEER IS ORIENTED TO SCHOOL SYSTEM, TO VOLUNTEER SERVICES SYSTEM, AND TO INDIVIDUAL SCHOOL BUILDING
VOLUNTEER RECEIVES PRE-SERVICE TRAINING
VOLUNTEER REPORTS TO TEACHER AND SIGNS-IN EACH VOLUNTEER DAY
VOLUNTEER RECEIVES IN-SERVICE TRAINING AND ON-GOING RECOGNITION BY TEACHER AND BY VOLUNTEER SERVICES SYSTEM
VOLUNTEER ACTIVITIES ARE MONITORED AND RECORDS ARE MAINTAINED
VOLUNTEER FILLS OUT SERVICE RECORD FORM AT TERMINATION OF SERVICE YEAR AND DETERMINES VOLUNTEER PLANS FOR NEXT YEAR
VOLUNTEER IS RECOGNIZED BY SCHOOL AND BY THE VOLUNTEER SERVICES SYSTEM FOR ACCOMPLISHMENTS

SCHOOL VOLUNTEER OPERATIONS

The School Volunteer Operations has responsibilities equal to and oftentimes more different than those of the other two subsystems. This area of operation follows the same phases as outlined under Volunteer Program Operations:

- Planning
- Preparation
- Implementation
- Review and Renew

School Volunteer Operations supplies the link from the Volunteer Services System to the individual schools, their volunteers and volunteer programs. This subsystem actually has two areas of responsibility:

1. The Individual Schools
   - Consulting in development of volunteer programs based on specific needs of students in the particular school building.
   - Consulting in development of
     - Neighborhood Volunteer Recruitment
     - Volunteer Orientation to the School
     - Volunteer Training by Teachers
     - Volunteer Recognition by Teachers
   - Orienting the School Personnel to services offered by the Volunteer Services System and by volunteers
     - School Orientation
     - Staff Orientation in Use of Volunteers
   - Consulting in the development of a system in the school building for managing and supervising school volunteers
     - Staffing
     - Training
     - Monitoring

2. The Volunteer Services System
   - Identifying new student needs
   - Monitoring volunteer programs, volunteer activities, teacher-volunteer relationships, volunteer-student relationships, school-community, climate, etc.
   - Supplying the communication link with the schools.

IMPLEMENTING THE VOLUNTEER SERVICES SYSTEM

If a group of people decided to develop a brand new volunteer operation in a school system, they would begin by planning the organization.

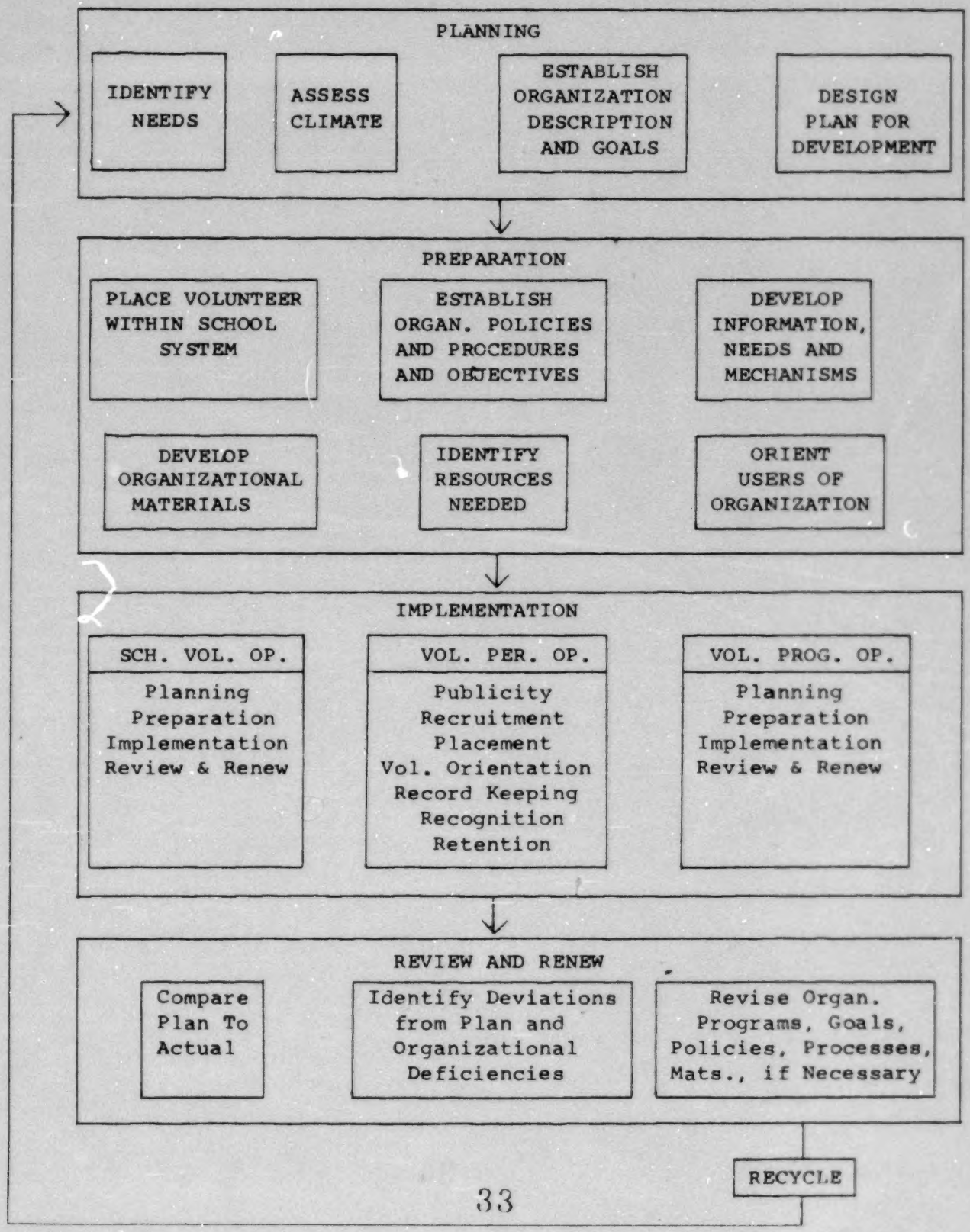
Planning would include determining the needs for this new organization, assessing climate for organizational development, describing the organization in narrative, listing its goals and objectives, and decidi how the organization is to be develo

The next phase in organizational development is preparation. This phase would include the placement of the volunteer organization within th school system, the organizational policies and procedures, the information needs and mechanisms of the organization, the research of other school volunteer organizations, the development of materials about the volunteer organization--its expectations and programs, the development of job descriptions, the recruitment of paid and volunteer staff to fill the organizational positions, and, finally, the orientation of school-system personnel and of the community to this newly-developed school volunteer organization.

Now the organization is ready. At this time the actual functions of the organization begin. This is the implementation phase for the school organization.

Implementation of a volunteer organization, as depicted in the olunteer Services System, is the phase in which the three areas of operation begin their Planning Phase and continue on through to their Review and Renew Phase. In other words, the Implementation Phase for the Volunteer Services System encompasses the four phases of the three subsystems. This concept is portrayed below:

VOLUNTEER SERVICES SYSTEM
PROCESS MODEL



The final phase for the organization, the Volunteer Services System, begins after the subsystems have completed their work theoretically. Having gathered all the monitoring and final appraisal information from the three areas of operation, the organization itself can ask "How did we do?". The procedures as described in Chapter II Information System for a Volunteer Services System also apply to the final evaluation of the organization itself.

A school volunteer organization that modifies its structure, goals, policies, procedures and staff roles to meet the new needs for that organization is healthy and will always remain viable.

CHAPTER IV

MANAGEMENT OF A VOLUNTEER SERVICES SYSTEM

INTRODUCTION

Management is an elusive term that means different things to many people. A person who manages can have such titles as director, coordinator, supervisor. For purposes of generality, the manager of the Volunteer Services System is titled Administrator. For the most part, the significance of a title is irrelevant. The relevance is found in the skills and abilities of the person in the managerial position for he/she is the person who must make things happen. Since this responsibility is the Administrator's in a Volunteer Services System, his/her managerial capabilities are crucial to the success of the entire organization and its operation. Thus, a chapter devoted to this topic of management seemed necessary.

MANAGEMENT AND MANAGING

Management is quite simply an analytical system of organizing resources to get results, and it is a process that can be learned through study and discipline. Management is a science -- it is organized knowledge measurable, factual, predictable, and unemotional. An effective manager must have a comprehensive knowledge and thorough understanding of the management process. Obviously, a manager functions in an organizational setting and thus the Administrator as manager of the Volunteer Services System, must know his/her organization. The key word, therefore, is organization. A manager works within an organization and his/her primary purpose is to achieve the organizational goals and objectives. He/she does this by working with individuals

and groups both internal and external to his/her organization.

The manager then is the interpreter of the goals and objectives of the organization into segments of work, and in turn, the communicator of those segments to the personnel performing the tasks. This pivotal position can be difficult at best. To accomplish his/her role successfully, the manager must:

- create a climate that enables people to work effectively
- make timely and rational decisions in allocating resources and directing activities
- provide people with the freedom to think, to create, to act on their own initiative
- find and select skilled and motivated people
- allow for continual change
- establish a two-way channel of communication within the organization
- interpret and communicate organizational goals and objectives to the personnel.

The ability to achieve the aforementioned is essential for effective management. Additionally, a manager must have a certain degree of technical knowledge, the ability to get along with people, the ability to conceptualize and understand his/her own organizational operation as well as how it fits into the larger total organization (in this case, the school system).

FUNCTIONS OF MANAGEMENT

PLANNING

The core of planning is to define and communicate goals and objectives of the organization and then to organize for action to achieve these goals and objectives.

1. Define and Communicate Goals and Objectives

The administrator of the Volunteer Services System as manager must first know the purpose or rationale for his/her organization's existence. He/she then must be aware of what his/her organization want to do or accomplish before any preparation for getting the job done ever occurs. Thus, the manager must take the lead in formulating the broad general goal (these should be limited in number) o his/her organization as well as the more specific objectives for the year based on the general goals. The goal are simply statements of general intent based on an appraisal of the organization's problems/opportunities resources and situation. After these goals have been determined, the more specific objectives can be formulated The objectives must include what is to be accomplished, by when, and how measured. Only after stating the goals and objectives can a strategy for achieving them be planned. The administrator then has the responsibility to communicate these goals and objectives to the organization. Setting measurable objectives is one of the most difficult steps in any management process and approximately 50% of the errors in the process occur here. But by engaging in goal and objective setting, the manager of administrator is forced to verbalize what it is his/her organization wants

to achieve before ever delving into the mechanics for achieving it.

2. Organizing for Action

After determining what will be accomplished, the manager then organizes to get the job done. How well he/she does this is determined by how effectively he/she allocates the five basic resources which are manpower, money, materials, time, and authority. More specifically, management's plan for organizing for action should include the procurement, use, allocation, and maintenance of materials; procurement, use, allocation, and security of money; procurement, assignment, use, training, and care of personnel; allocation of authority where needed; and allocation of time properly by insuring coordination points and identifying critical time features.

In allocating resources, the manager must consider where his/her resource strength lies -- is it manpower or is it money, etc. After determining this factor, the manager must also keep in mind that some resources should be kept in reserve for any unforeseen circumstances that might occur. Realizing that sometimes the original strategy for accomplishing a stated objective may not work, an effective manager will spend some time on developing alternate plans. However, an excessive amount of time should not be spent on this activity initially but rather should be given ample consideration only when the initial plan fails. Then detailing of the alternate plan begins.

DIRECTING

Although planning plays a large role in determining the effectiveness of people in performing their jobs, and in turn, meeting goals and objectives, directing people is tremendously important. Directing includes leading, motivating, guiding, clarifying and supervising. The management function of directing occurs when the actual execution of tasks to accomplish objectives begins. It is at this point that the manager must become in effect a leader. He/she must be able to obtain from the organization a dedication to the effort. Only by his/her commitment to the organization can he/she expect to require the same from his/her organization.

The greatest mistake a manager can make in the directing phase is to overmanage. An effective manager cannot afford to panic when things seem to be going wrong but must also be flexible enough to change those things that are. If the manager directs well his/her personnel will approach the tasks at hand creatively, vigorously, and with commitment. In addition, he/she will direct without panic at the first sign of trouble and will adopt change flexibly when needed.

CONTROLLING

Another function of management is that of controlling and it is directly related to effective directing. Controlling involves receiving information, detecting deviations from the original plan, analyzing deviations, determining possible solutions, and implementing corrective actions by communicating new decisions and subsequent assignments to the organizati

This entire function can be viewed as a decision-making process based on certain information and criteria. To enable a manager to effect the controlling process successfully, he/she must determine areas of concern and set controls which will give timely warning of impending danger. These checkpoints or sensing devices include:

1. Standards of Performance (i.e., guidelines, expectations, budget, time schedules, etc.)
2. Feedback (oral or written)
3. Personal Observation (How much time a manager spends on this activity is an individual choice--often managers overreact here).

If controls are established and adhered to, a manager will have timely signals of trouble and can then react to correct a situation before it gets totally out of hand.

Controls can be threatening to the organization, however, and thus the manager's responsibility is to explain them thoroughly.

APPRAISING MANAGEMENT

Finally, some mechanism must be used to assess the effectiveness of the manager against the management process. Did the manager plan, direct, and control his/her resources effectively to achieve the organizational goals and objectives? Simply stated, did he get the job done? This can only be determined by an appraisal or an evaluation.

BENEFITS OF MANAGEMENT FOR THE VOLUNTEER SERVICES SYSTEM

The functions of management as detailed in the preceding section coordinate with the phases of management as described for a Volunteer Services System -- planning preparation, implementation, review and renew. In order for the Volunteer Services System cycle to run smoothly, its manager should be involved in all phases of the cycle so as to assure continuity and accomplishment of the stated objectives of the system. The success of the system hinges upon the ability and style of the person in charge, i.e., the manager of administrator. Some of the benefits and results of good management are:

- staff growth and development
- an effective and efficient way of doing things
- identification of deviations/proble resulting in appropriate adjustment

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V.S.M.S. Project
Goals & Synopsis
1973-76

1. **Management System**
   To establish a management system for the administration of a volunteer services system in a city school district.

2. **Community – School Relationship**
   To provide a concrete and positive working relationship between school personnel and the school community.

3. **Program Development**
   To meet the changing needs of students for volunteer services by developing new volunteer programs and by modifying and/or expanding existing volunteer programs.

In 1973, the Volunteer Services Office of the Columbus Public Schools was awarded a three-year grant by the Ohio Department of Education, TITLE III Office. The grant called for the design, development, implementation and installation of a new system for utilizing large numbers of trained volunteers to meet student needs as they are identified by certified personnel.

Once designed and operable, this new management system should allow for the development of new volunteer programs based upon teachers' requests and for exciting and challenging opportunities that will strengthen school-community relationships.

To judge the effectiveness of this new operational mechanism, the criteria for the management system states that the system is to be meaningful and workable at all levels of the volunteer services system, that it is flexible enough to handle the magnitude and variety of newly assessed needs, that it is generalizable enough to operate in a variety of school systems, that it is capable of continuous expansion, and that it serves the needs of the students, the volunteers, the certified staff and the school system.

During the three-year grant period, the project mission was to develop generalizable process models for each facet of the management system during the first year, to pilot test the models and revise them during the second year, to install the materials and procedures for this new system throughout the school system during the third year.

The management system procedures and processes can be found in the guidebook for a volunteer services system and in the handbook series developed by the project staff. An annotated bibliography is also being developed to assist others in seeking additional reference materials for the various aspects of a volunteer services management system.

Volunteer Management System Materials

HANDBOOKS

I GUIDEBOOK TO A VOLUNTEER SERVICES SYSTEM

II ORGANIZING A VOLUNTEER SERVICES SYSTEM

III INFORMATION SYSTEM FOR A VOLUNTEER SERVICES SYSTEM

IV VOLUNTEER PROGRAM OPERATIONS

V VOLUNTEER PERSONNEL OPERATIONS

VI SCHOOL VOLUNTEER OPERATIONS

NEWSLETTER

"THE VOLUNTEER"

PAMPHLETS

VOLUNTEER MANAGEMENT – HOW TO ASSESS NEEDS
ADVISORY COUNCIL HANDBOOK
SCHOOL ADMINISTRATOR'S PAMPHLET
TEACHER HANDBOOK
INTERVIEWER'S HANDBOOK
VOLUNTEER HANDBOOK
HANDBOOK FOR VOLUNTEER TRAINING
AUDIO-VISUAL HANDBOOK
HOW TO RECOGNIZE AND RETAIN THE VOLUNTEER
HOW TO WORK WITH GROUPS
HOW TO CONDUCT MEETINGS
SCHOOL VOLUNTEERISM – ITS UPS AND DOWNS